



ENGAGE NOW!

LITERARY ANALYSIS READING GROUP

by Courtney Morgan, Skyline High School, Idaho Falls, ID (July 2015)

GRADE LEVEL: 10-12

TIME: Two class periods

OVERVIEW:

This is used only after a review of concepts, which students have already received. Students fill out the graphic organizer after reading a short story or an excerpt from a longer work. This may be used with SSR or with whole class reading of a piece. After reading the piece, students move into small groups. If possible, each time students finish reading a piece and are ready to work on another analysis, alter group configurations.

I provide a review sheet that is discussed in class and any concept that needs clarification is discussed. (N.B. The example of the graphic organizer has been changed a bit from the review sheet.) The graphic organizer allows for flexibility if the teacher needs to add a concept or focus on a different aspect of the reading.

I vary question 20, which is done by each student on his/her own and then attached to the whole group's analysis.

When students are in groups, I hand out the graphic organizer to use. Later, we will discuss some of the more difficult concepts in whole class discussion. While students work in small groups, I circulate continually helping groups find information and/or to help clarify any confusion about a concept(s). (Students may fill in the graphic organizer, but since my classes use the form so often, I ask that they do the analysis on loose leaf paper.)

The analysis is turned in for credit—usually since the analysis has been discussed in whole class, and I had been actively circulating among groups, I read only question 20 for individual credit; however, I will do spot checks if it appears some group is not completing analysis.

CONNECTION TO CURRICULUM:

Students are actively engaged in identifying specific literary concepts in readings.

FINAL COMMENTS:

Caveat. The first time students go through the analysis may prove to be a difficult. Students have heard and been asked to memorize the words parallelism, alliteration, style, irony, etc., but when they have to find examples in the text, it may prove to be agonizing for all—teachers included. On a positive note, I have found by continually using this analysis with my classes, eventually what took two days to work through, is down to one day with students taking charge of the analysis with little help from me.